



# THE EAGLE

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“SPECIAL EDITION”

**TIMES<sup>2</sup> Academy**

## Academy Prepares for Virtual Charter Renewal Visit

In February of this year, the Academy submitted its 5th application to the Rhode Island Department of Education Charter Office to maintain as a charter. Our application has been received and we will be virtually welcoming the Charter Renewal Team on May 4th and 5th as they interview all Academy stakeholder groups—teachers, students, parents, support staff, school leadership, and the Board of Directors—to understand how we bring our mission to fruition in educating the youth of Providence. We have succeeded year after year sending Providence TIMES<sup>2</sup> students on to higher education for more than two decades. Our commitment is steady and focused as we build educational opportunities and continue to see progress from K-12.

The TIMES<sup>2</sup> vision began in 1976 as an after-school and Saturday enrichment program, with a dream of minority children becoming the nation’s next great scientists, engineers, and mathematicians. In 1998, TIMES<sup>2</sup> Academy opened its doors to Grades 7 -12, transforming this dream into a formal public charter school built to instruct, inspire, and train students in STEM principles by utilizing standards-based instruction to teach science and mathematics through project-based learning. In response to a critical need to provide early intervention, development and induction into the STEM-mindset, the elementary division was opened in 2002.

Our vision at TIMES<sup>2</sup> Academy is to set the standard for K-12 education in the twenty-first century. TIMES<sup>2</sup> Academy continues to drive itself forward by aligning its instruction and student outcomes to national standards in math, English, social studies, and science, while integrating the arts into its programming to maximize its diverse student populations college-readiness. As the only K-12 STEM school in Rhode Island, the Academy is focused on beginning with the end in mind and preparing students for life-long success and careers of impact. TIMES<sup>2</sup> has established itself as an amazing school where students can excel in academics and build friendships that will last a lifetime.

**Virtual Charter  
Renewal Visit  
MAY 4th & 5th**

Our ultimate goal in requesting a renewal and visit with the RIDE Charter Team is to share the TIMES<sup>2</sup> Academy experience so that we are assured in our continuance of the Academy’s mission and vision in not only providing both school choice and STEAM-related experiences for our students, but also to establish our impact on the global community through being a vanguard in the improvement and expansion of opportunities within public education. We embrace all who come to us, leading them beyond their imaginations and teaching them to persevere and realize their dreams.

## The TIMES<sup>2</sup> Academy Mission

The mission of TIMES<sup>2</sup> Academy is to develop intellectually curious and capable young people who are selfless contributors to the local and global community, and who aspire to be ethical and compassionate leaders. Through a rigorous and innovative academic program in math, science and technology, in combination with the liberal arts, TIMES<sup>2</sup> Academy affords its diverse student population those experiences, skills, and values that will prepare them for purposeful contributions to higher education, and STEM-related fields.

## Conditions Needed to Meet Charter Renewal Expectations

In 2017 TIMES<sup>2</sup> Academy was awarded a conditional renewal with the expectation that the identified conditions be addressed by school leadership through the development of detailed plans and an (2-year) implementation timeline. What follows are these conditions and the TIMES<sup>2</sup> Academy responses to date.

Charter Condition	TIMES <sup>2</sup> Response
<p>1a. Detail a plan including systems &amp; structures to identify, support, and service special education students.</p>	<p>All students entering the Academy with an IEP are assigned to a case manager, who is responsible for ensuring that the delivery of services and associated documentation complies with IDEA regulations.</p> <p>In the event a student is identified as having educational needs requiring an IEP, but as such does not currently have one, referrals will be made to the Teacher Support Team to initiate the intervention process that becomes the baseline to initiate the IEP referral process.</p> <p>All TIMES<sup>2</sup> Academy faculty were trained on educator responsibilities toward students who receive accommodations under the Section 504 Plan.</p>
<p>1b. Detail a plan that includes systems &amp; structures to identify, support, and serve English Language Learners, which also includes meeting all stipulations found in the agreement between the US Department of Justice and Providence Public Schools for serving ELs.</p>	<p>The identification of EL students and their individual support needs begins with the registration process within PPSD. Elementary EL students are placed with a certified ESL grade-level teacher using the integrated model of instruction. By the end of 2020-21 SY, T2 will have 10 (of 22) grade-level teachers certified in ESL. Middle-High EL students are provided with ELD instruction utilizing the collaborative model.</p> <p>The Academy utilizes the ACCESS assessment process to determine student current level of support need and informs all educators working with the student as to the student's abilities and needs in the areas of reading, writing, speaking, and listening in order to modify and accommodate the student.</p> <p>All teachers are participating in the professional development that is specific to the needs of EL students, which is then supported through a Professional Learning Community structure whereby the ESL Reading specialists are able to work with teachers on an individual basis to design and deliver content at the readiness level of the EL student.</p> <p>The Academy has established a PK-12 ESL Reading Specialist/Coach position to continue the work of building faculty capacity alongside and beyond the PD required by the DOJ agreement.</p>
<p>1c. Detail a plan that includes rigorous progress monitoring for all students across all levels, among administrators and the Board</p>	<p>At the start of the current school year, the Academy established a uniform diagnostic and progress monitoring system for all grades K - 12 for the purpose of identifying learning gaps and developing responsive interventions/enrichment programming at the student level.</p> <p>The Academy also participates in the administration of state and national assessments to inform teaching/learning and program design at the school level through student performance data analysis. Data is used to prepare students for college and career opportunities (PSAT/SAT) and to assess Academy student outcomes as compared to their peers at the district, state, and national levels.</p>

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<p>1c. Detail a plan that includes rigorous progress monitoring for all students across all levels, among administrators and the Board</p>	<p>The Academy's suite of assessments include the NWEA MAP paired with Khan Academy and IXL support systems, embedded curriculum program diagnostics and progress monitoring, PSAT, SAT, RICAS, NGSAs.</p> <p>The Academy has an established Data Analyst position to analyze student data with the purpose of identifying group-level outcomes and trends, which informs the teaching and learning process and identifies areas of professional development needs in order to build capacity in addressing student need.</p> <p>The Academy has initiated the provision of professional development in resetting the educational mindset of its entire community through the utilization of research-based techniques .</p>
<p>1d. Detail a plan that includes consistent and integrated STEM education across all grade levels</p>	<p>The Academy supports the RIDE expectation that all RI schools have an established green-rated science curriculum by the year 2025. The Academy audited the current program of studies to identify areas of strength and growth gaps to inform the selection of a green-rate science curriculum for grades 6 – 8 that aligns the NGSS standards to cross-cutting concepts, best practice, and disciplinary ideas including engineering and technology</p> <p>The implementation of new ELA and math programs on the elementary level, has led to the development of the STEAM Team to further the integration of STEM education across all grade levels, incorporating the crosscutting concepts within the standards of art and music and lay the foundation for the STEM literacy course for grades K – 5.</p> <p>The Academy has begun the work to reinvigorate the K – 5 science curriculum by more closely aligning science and literacy standards.</p>
<p>1e. Detail a plan that includes aligned curriculum to statewide standards for core content areas in all grades.</p>	<p>The Academy supports the RIDE expectation that all RI schools have an established green-rated curriculum in English Language Arts (by 2023), mathematics (by 2023) and science (by 2025). To this end, the Academy evaluated previous curricular materials used K – 12 in ELA, mathematics, and science. A revamping of these materials began this year with the onboarding of RIDE approved, green-rated curriculum including the American Reading Company for grades 3 – 6 ELA, Bridges to Mathematics for grades K-5 and AgileMinds for mathematics for grades 6 -12. The coming school year will see an expansion of ARC from K – 2 and the onboarding of myPerpectives for grades 6 – 12 ELA.</p> <p>An establishment of grade-level outcomes as aligned to grade-level standards for mathematics and English language arts will serve as benchmarks for student proficiency</p> <p>A K-12 Instructional Leadership Team, drawing representation from all grade-level, content areas, and student support areas, has been inaugurated this year to investigate, review, discuss, evaluate, and recommend for adoption, the programs of instruction.</p>

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<p>If. Detail a plan that includes systems and structures to review recruitment procedures and results to ensure efforts reach all students in the sending district.</p>	<p>The Academy completed a review of the prior years' admissions policy for alignment of the Academy's mission and vision as well as, an audit of the lottery results from the past four years. The result of this process included an update to the admissions policy, eliminating sibling preference.</p> <p>The Academy, along with other members of the League of Charters, working with the Rhode Island Department of Education Charter team to establish a unified enrollment mechanism that centralized the admissions process for participating charter schools and families wishing to apply.</p> <p>The Academy engaged a marketing consultant and videographer to generate an informative, visual admissions program, which included students, staff, faculty, and alumni perspectives of the Academy for all interested families</p> <p>The Academy continues to participate in the League of Charters Open House to inform the community of the educational opportunities for students based upon their desire for a STEM-related education.</p> <p>The Academy facilitates the district's yearly School Choice campaign through the dissemination of information to specific grade-levels.</p>
<p>Ig. Detail a plan that includes decision-making and communications protocols and procedures, that have the support of staff, to address stakeholder complaints and Human Resource management for both teachers and administrators.</p>	<p>The Academy onboarded a seasoned Human Resource Manager to establish mechanisms for vetting, hiring, inducting, evaluating, and managing TIMES<sup>2</sup>, Inc. staff. These mechanisms have included the revamping of job descriptions, evaluation tools, staff handbook, and hiring protocols.</p> <p>The Academy reestablished faculty representative positions on the Board of Directors to ensure faculty voice in the decision-making processes and addressing of concerns.</p> <p>The Academy continues to support the relationship between PPSD and faculty through the collaboration with the PTU as the mechanism for addressing faculty complaints and needs.</p> <p>The school's PTO serves a primary source of parent information and sharing of concern</p> <p>The Academy has established the monthly newsletter <i>The Eagle</i> as a primary mechanism for written communication to the entire community, in addition to email, robocalls, weekly staff memos, stand-alone notices and personal notifications typical of a school. Next on deck is a more user-friendly website</p>
<p>Ih. Detail a plan that includes establishing time-bound agreements with all providers that clarifies all management, operation, student support and other services. The agreements must specify costs for services provided, whether in-kind, annual contracts, hourly, salaried, etc.</p>	<p>The Academy enjoys a relationship with PPSD as it continues to support the school in the areas of special education and ELL Support Services through a memorandum of understanding.</p> <p>The Academy continues to engage with The College Crusade to provide services to raise student achievement and college awareness/preparedness.</p> <p>As a hub of innovation and opportunity, the Academy continuously seeks collaboration from various community outlets to support extended and enriching student learning. This is clearly seen in its support of programming offered by RIDE through the All Course Network and local agencies, such as Providence CityArts for Youth program.</p>

## What does the TIMES<sup>2</sup> Academy mission mean to the Class of 2021?

*The mission statement stands out to me because it inspires students to use what they use in school and put it to use in the real world. The mission statement means to challenge students academically so they can set goals for themselves, to have their education enrich their community. To be selfless contributors to the world and to be leaders for years to come. With the help of science, math, engineering, and technology it helps me to prepare for the future and use what I learned as an advantage to myself. This mission statement stands out to me because it challenges me to better myself to be a more compassionate leader.*

- Alyah Moscoso

What the mission statement means to me is that its purpose is to make us better thinkers and more productive people. There's a lot of diversity in our school so we're very open to other cultures, which I believe makes us more open-minded. I also believe that we become more involved with the community through the things that go on in the school such as science fair or capstone. I believe that through the work and extra things that we do that other schools don't do, we become more prepared for things such as college. Overall, I believe the mission of the school is what made us the students we've become.

- Juan Olivares

This mission statement has not only been taught to us since kindergarten, but has embarked not only what they want in students but what teachers are. The teachers of T<sup>2</sup> are strong leaders who have always shown us compassion and pushed us beyond our limits. The teachers, K-12 have been there like a second family when we have felt alone in the dark. Our teachers represent these words to show us how to be compassionate and curious leaders.

-Stephanie Ramirez

*The mission statement means that in every grade level in Times 2 we get prepared for the outside world. The TIMES<sup>2</sup> faculty are very dedicated to their students because they help us grow into independent thinkers. The TIMES<sup>2</sup> community teaches students that it's also a good idea to give back, because not everyone has the same opportunities as you do. TIMES<sup>2</sup> also tries to prepare us to take a job opportunity in the STEM field because not that many people do. So they want us to be those leaders that show others that no matter where you come from, you can succeed in the STEM field. The TIMES<sup>2</sup> community helps students see their potential because the school's population is diverse, they know that the outside world would be judging your intelligence.*

— Iraliz Marquez

This mission statement depicts the goals and purposes of TIMES2 rigorous courses that help prepare the students for their future. The entire mission for the students is to head into the next phase of life with the knowledge and guidance. Throughout a student's four years of academic study, he or she are provided with the resources, new perspectives, and a clear view of reality—that prepares them to have a successful future as a meaningful member of society..

- Aleana Tavarez

The mission of TIMES2 Academy is to help students excel in their careers and the rest of their lives. The curriculum is written in a way that allows students to be proficient in every academic field, and especially, in STEM-based fields.

- Jaydon Geyer

THANK YOU, THANK YOU, THANK YOU...



On behalf of the TIMES<sup>2</sup> Academy Board of Directors, Building Leadership, K - 12 faculty, and staff, we would like to thank all our students, families, and community partners for their support during this rigorous Charter Renewal process. Without you, TIMES<sup>2</sup> Academy would not be the school it is today, and we look forward to continuing our partnership in ensuring our commitment to our students remains steady and focused on preparing them for a future where everything is possible.